



Tonwell St Mary's School Curriculum Overview of Intent for PSHE (Personal, Social, Health and Economic Education)

Overall aims:

PSHE is one of the most important subjects for us to develop our school aims for each child, which include:

- Develop a love, resilience and independence for learning;
- Live life to its fullness and try new experiences respecting Christian and British values;
- Be friendly and inclusive to all;
- Contribute to our school and wider community;
- Choose a lifestyle with healthy bodies and minds.

We aim to equip our children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions in their day-to-day and future lives.

Our unique context:

The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing (blue), Relationships (pink), and Living in the Wider World (green). As a school, we choose to use the PSHE Association for guidance and resources for our curriculum and use contextual knowledge to adapt lessons to suit the needs of our children. We choose to include relationships and sex education and have a specific policy, written in consultation with parents, outlining how this is taught. In EYFS, the focus is on the aspects of self-confidence and self-awareness, managing feelings and behaviour and making relationships. These aspects are included in activities on a daily basis.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

All children in the school are involved in PSHE focus days and weeks, which highlight the importance of certain areas of the PSHE curriculum and raise awareness in our whole school community.

	Autumn Term		Spring Term		Summer Term	
PSHE focus days/weeks	Growth Mindset Wow Day NSPCC Assemblies/Identifying trusted adults	Anti-bullying Week Children in Need fundraising	Safer Internet Day Feeling Good Week (healthy body and minds) Y6 Crucial Crew	Sports/Comic relief fundraising Young Carers Assemblies	Visit to Place of Worship Road safety/cycling	Chauncy Community Day



	School Council elections Black History Month				proficiency/scooter ability First Aid	Local or Global Charity fundraising KS2 Summer fair –Young Entrepreneur
EYFS Years A & B	- Specific objectives are found in the school Relationships and Sex Education Policy (saved in Staff/PSHE Curriculum)					
	Range 4	Range 5	Range 6			
	<ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when 	<ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism Enjoys a sense of belonging through being involved in daily tasks Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Shows their confidence and self-esteem through being outgoing towards people, taking risks and 	<ul style="list-style-type: none"> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Is proactive in seeking adult support and able to articulate their wants and needs Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship Recognises that they belong to different communities and social groups and communicates freely about own home and community 			



	<p>frightened, frustrated, angry, anxious or overstimulated</p> <ul style="list-style-type: none"> • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for 	<p>trying new things or new social situations and being able to express their needs and ask adults for help</p> <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met 			
KS1 Year A	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with	Who helps to keep us safe?	How can we look after each other and the



				money?		world?
	like, dislike, special, different strengths, unique , similar, different to others, the correct names for the main parts of the body, including external genitalia, private,	family, love, care, different, special, common features of a family, same, different, unhappy, worried, trusted adult , important, charity, local, national, global	healthy bodies, healthy minds, parent, dentist, doctor, medicines, vaccination, immunisation, hygiene, germs from being brushing teeth, brushing hair, hand washing	money, earn, borrow, choices, spending, saving, needs and wants, bank account	community , keep safe, unsafe, jobs, accident, emergency services, dial 999 and what to say, road safety, A602, Ware Road	kind, unkind, polite, courteous, co-operative, responsibility, local, global, environment
KS1 Year B	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	friends, friendship, relationship , lonely, friendly, a good friend, resolve, argument, special, same, different	Bully, bullying, report, trusted adult , safe, unsafe, physical contact, name-calling, hurtful teasing, excluding, resilience, independence, acceptable, unacceptable, cyber bullying, charity, local, national, global	jobs, earn money, community , strengths, interests, internet, digital devices, names of different jobs done by people they know and wider community, independence	rules, keeping safe, road, fire, cycle, water safety, medicines, household products, online safety, risky, environment , secret, trustworthy	healthy bodies, healthy minds, physical activity, rest, dental health, screen-time, sun safety, the correct names for the main parts of the body, including external genitalia, private	recognise, describe, words to describe feelings, resilience, experiences, loss, change, bereavement, trust, trusted adult
KS1 Years A &	Specific objectives are found at the PSHE association Programme of Study and the school Relationships and Sex Education Policy (saved in Staff/PSHE Curriculum and online at:					



<p>B revisited objective 5</p>	<p>https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020_0.pdf https://www.tonwell.herts.sch.uk/page-school-policies-60/ Knowledge organisers to support teaching are found at: https://goodnessandmercy.co.uk/teaching-resources/</p>					
<p>KS2 Year A</p>	<p>How can we be a good friend?</p>	<p>What keeps us safe?</p>	<p>What are families like?</p>	<p>What makes a community?</p>	<p>Why should we eat well and look after our teeth?</p>	<p>Why should we keep active and sleep well?</p>
	<p>friendship, relationship, wellbeing, support, excluded, lonely, strategies to include them, good friendships, qualities, difficulties, argument, resolve, reconcile, trusted adult, forgiveness</p>	<p>Hazards, harm, reduce risk, seatbelt, safe, unsafe, hygiene, medicines, allergies, asthma, accident, first aid, dial 999</p>	<p>family, family structure, single parent, same sex parents, step-parents, blended families, foster and adoptive parents, love, care, relationship, unique</p>	<p>groups, community, friendship, faith, clubs, diverse community, wider/local community, values, contribute, respectful, different</p>	<p>healthy diet, balanced diet, nutrition, oral hygiene, dental care</p>	<p>physical activity, choices, influence, health, wellbeing, routines</p>
<p>KS2 Year B</p>	<p>What strengths, skills and interests do we have?</p>	<p>How do we treat each other with respect?</p>	<p>How can we manage our feelings?</p>	<p>How will we grow and</p>	<p>How can our choices make a</p>	<p>How can we manage risk in</p>



				change?	difference to others and the environment?	different places?
	personal qualities, unique , individuality, different , self-worth, achievement, Growth Mindset, resilience, setbacks, learn from mistakes, marvellous mistakes, attributes, strengths, interests, personal goals, trusted adult	polite, courteous, relationship , respectful behaviour, rights, responsibilities, privacy, confidence or secret, discrimination, aggressive or inappropriate behaviour (including online and unwanted physical contact)	vocabulary for different feelings, intensity, expressing feelings, resilience, loss, grief, change, advice, support, wellbeing	puberty, menstruation, menstrual wellbeing, erections, wet dreams, emotions, personal hygiene	responsibility, environment , Fairtrade, single use plastics, giving to charity, topical issues, caring, independence, compassion, global, local, national	manage risk, safe, unsafe, environment , digital devices, peer pressure, influences, personal information, anti-social, law, legal, illegal
KS2 Year C	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	similarities, differences , unique , identify, individuality, gender, stereotypes, influence, challenge, resilience, Growth Mindset, marvellous mistakes, trusted adult	spending, saving, tracking, current accounts, savings, store card, credit cards, loans, 'value for money', risks, bank, building society	accident, emergency, dial 999, wellbeing, first aid, head injury, emergency services	relationship , communication, internet, social media, images, consent, personal information, pressure, inappropriate contact,	drugs, smoking, vaping, nicotine, alcohol, caffeine, medicines, law, legal, illegal, risk, wellbeing , trusted adult	job, career, voluntary, community , qualifications, collage, apprenticeship, university, stereotype, local, national, global



				personal safety		
KS2 Year D	How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?			
	mental health, physical health, wellbeing , friendships, relationship , balanced lifestyle, unique habit, Growth Mindset, marvellous mistake, resilience, independence, legal and illegal drugs, trusted adult , FGM	media, wellbeing , opinions, influence, decision, peer pressure, reliability, trustworthy, safe, unsafe, blog, online content, age restriction, debate, viewpoint, local, national, global	relationship , romantic, intimate, attracted, gender, ethnicity, faith, couples, privacy, sexual intercourse, conception, contraception, marriage, civil partnership, forced marriage, illegal, crime, puberty, reproductive organs, independence			
KS2 Years A, B, C & D revisited objectives	<p>Specific objectives are found at the PSHE association Programme of Study and the school Relationships and Sex Education Policy (saved in Staff/PSHE Curriculum and online at: https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020%20.pdf https://www.tonwell.herts.sch.uk/page-school-policies-60/ Knowledge organisers to support teaching are found at: https://goodnessandmercy.co.uk/teaching-resources/</p>					

